

6

NEW COURSE PROPOSAL
Course Proposal: Applied Ethics of Educational Leadership

1. Details

- a. **Course Title:** Applied Ethics of Educational Leadership
- b. **Sponsors:** Department of Educational Leadership
- c. **Credit Hours:** 3 semester hours
- d. **Course Level:** Doctoral
- e. **Prerequisites:** Matriculation into the Educational Leadership Doctoral Program
- f. **Suggested time and scale of implementation:** Summer, 2004.
- g. **Curricular Effect:** Major Requirement.
- h. **Adequacy of present staff, resources, etc.:** Adequate
- i. **Recommended Library Resources:**

(1) Books:

Shapiro, J. P. & Stefkovich, J. A. (2001). *Ethical leadership and decision making in education*. Mahwah, NJ:Lawrence Erlbaum Associates, Publishers.

Rebore, R. W. (2001). *The ethics of educational leadership*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Follett, Mary Parker (1987). *Freedom and co-ordination*. New York: Garland Publishing Co.

Johnson, B. (1992). *Polarity management: Identifying and managing unsolvable problems*. Amherst, MA: HRD Press.

O'Toole, J. (1995). *Leading change: The argument for values-based leadership*. New York: Ballentine Books.

Paine, L. S. (1997). *Cases in leadership, ethics, and organizational integrity*. Irwin/McGraw – Hill.

Rost, J.C. (1991). *Leadership for the Twenty-First Century*. New York: Praeger.

Vaughn, G. B. (1992). *Dilemmas of leadership: Decision making and ethics in the community college*. San Francisco: Jossey-Bass.

Weiss, J. W. (1996). *Organizational behavior and change: Managing diversity, cross-cultural dynamics, and ethics*. Minneapolis: West Publishing Co.

(2) Journals:

Review of Business

Journal of Just and Caring Education

- j. **Short-term Evaluations:** NA

2. Rationale:

This course is part of the major revision of the Doctoral Program in Educational Leadership initially implemented in June 1997. The Doctoral Program has been revised to meet documented needs and demands for continued opportunities for advanced graduate education for leaders at all levels of the educational system in this region of the State. This program and its courses have been revised, in part, through the input and suggestions of students from each of the four doctoral cohorts, as well as from suggestions from outside evaluators.

Ethical behavior is a major concern in our country today. Acts that are cited as unethical or questionable regarding their moral implications—from immoral business transactions to queries about the ways in which medical devices have the potential to be used unethically—are in the news daily. The professions of Business, Medicine, and Law require their members to take ethics courses to prepare their members for the many decisions that require moral considerations. Educational Administration is the only profession that does not prepare future leaders to deal

with decisions, often daily, that need understandings of one's own value system, the professional code of ethics, and the community's ethical stances.

It is important for educational leaders to understand the professional code of ethics affecting all educators. At least as important is an ability to work with their own and the community's values, recognizing the degree to which they are compatible and how they will affect decision-making. For example, the importance of character education for students is a growing community request, as well as drawing support nationally from the President and federal granting agencies. Diversity of cultures, values and beliefs is a reality for every school and district. Those aspects, alone, demonstrate the significance of the need to prepare leaders to deal with situations grounded in moral deliberations. Administrative decisions involving ethics often do not reflect a negation of professional ethics, but call into question one's own and/or the community's. Therefore, educational leaders must be prepared to make decisions with the acknowledgement that most will incorporate the weighing of beliefs and values in order to come to appropriate and right solutions.

This course is designed to meet ISLLC and ELCC Standard 5: An educational leader promotes the success of all students and/or staff by acting with integrity, fairness, and in an ethical manner.

3. **Essence of the Course:**

- a. Objectives of the course in relation to student outcomes: Students will
 - (1) examine multiple ethical paradigms as a basis for developing their own personal code of ethics;
 - (2) study the Professional Code of Ethics for educators in order to appropriately implement it;
 - (3) write one's own code of ethics
 - (4) study and work with multiple case studies that focus on:
 1. Individual rights vs. community standards
 2. Traditional curriculum vs. hidden curriculum
 3. Personal codes vs. professional codes
 4. American melting pot vs. diversity
 5. Equality vs. equity
 6. Justice vs. caringin order to practice making various types of ethical decisions using the Professional Code of Ethics and their personal code of ethics.
 - (5) examine ethics as they affect the "hidden curriculum of pedagogy and leadership.
- b. Topical Outline/Content
 - (1) What are ethics? Discussion of personal ethics, social ethics, virtues, consequences of human actions
 - (2) Examination of student's personal values and beliefs through narrative autobiography or *currere*
 - (3) Power and duty in schools and districts associated with ethics
 - (4) School leadership as a social contract; related to utilitarianism and professionalism
 - (5) Examination of a community's ethical standards
 - (6) Roland Martin, De Beauvoir, Harding on ethics, gender and leadership
 - (7) Du Bois, Hill Collins on culture, religion and ethical leadership
 - (8) Habermas and communication related to ethical behavior
 - (9) Rawls and justice; Noddings and caring
 - (10) A Professional Code of Ethics
- c. Evaluation of students and grading procedures. Students will be graded on (1) writing a narrative autobiography/*currere* that is a reflection on their personal beliefs and values; (2) a personal code of ethics derived from the reflective autobiography/*currere*; (3) a group project based on the diverse values of a community; and (4) an investigative paper on an educational leader's core values and beliefs and how they are used in their decision making. Grades will be assigned using letter grades.

- d. Course Evaluation: Student evaluations, department curriculum review, program review.

4. Results of Consultations:

The process of course revision resulted from a total program evaluation by outside reviewers, Dr. Michael Milstein, retired professor from the University of New Mexico; and Dr. Nelda Cambron McCabe, chair of the Educational Leadership Department, Miami University in Ohio, and a primary author with Peter Senge of the leadership book for educators, *Schools that Learn*. Review and suggestions also came from members of all four cohorts of the Doctoral Program, providing a range of experience in the program from graduates to first-year students.

Advanced Ethics of Educational Leadership

Catalog Description: This course will enable students to examine multiple ethical paradigms in order to understand and critique the Professional Code of Ethics for educators, and the way in which it is implemented in practice. Students will develop their own code of ethics, as well as a model of ethical decision-making.

Prerequisite: Matriculation into the Educational Leadership Doctoral Program.